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ABSTRACT

The Center for Mental Health in Schools has explored new infrastructure mechanisms designed to ensure that schools pay more systematic attention to how they use resources for addressing barriers to student learning and promoting healthy development. This report highlights key infrastructure mechanisms for enhancing education supports and stresses how resource-oriented mechanisms are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to arrive at decisions about resource allocation; maximize systematic and integrated planning, implementation, maintenance, and evaluation of education support activity; outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others; and upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. The following appendixes comprise the last six of the report's sections: (1) Pioneer Initiatives To Reform Educational Support Programs; (2) An Example from One Major School District; (3) Resource Aids for Developing Resource Coordinating Teams/Councils; (4) Resource Aids and Other Relevant References for Mapping; (5) Thinking about a Five Year Plan; and (6) Surveying and Planning To Enhance Efforts To Address Barriers to Learning at a School Site. (GCP)

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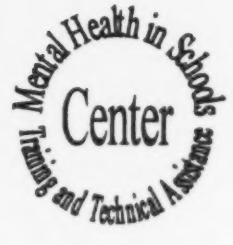

A Center Report . . .

Resource-Oriented Teams: Key Infrastructure Mechanisms For Enhancing Education Supports

March, 2001

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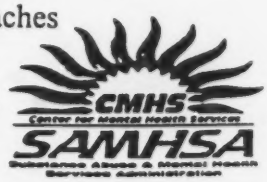
The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.



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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

- **enhance practitioner roles, functions and competence**
- **interface with systemic reform movements to strengthen mental health in schools**
- **assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools**

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Preface

In the late 1980s, we began pilot testing a new infrastructure mechanism designed to ensure that schools paid more systematic attention to how they used resources for addressing barriers to student learning and promoting healthy development. Because we operationalized the mechanism as a team and focused it first on resource coordination, we dubbed it a Resource Coordinating Team. Although the term doesn't fully capture, the aims and functions of the mechanism, the term is being used in many places. In this report, we stress the fact that what we mean to focus on is resource-oriented mechanisms that are a permanent part of the infrastructure at all levels. For such mechanisms to become part of the infrastructure, school reformers must understand their importance and ensure they are included as schools and districts restructure.

And, from a decentralized perspective, it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level resource-oriented mechanisms. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

A resource-oriented mechanism at a school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of education support (enabling) activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

This report pulls together our work on resource-oriented mechanisms. For more systematic changes related to schools and their interface with communities, search the Center's resources through the internet – http://smhp.psych.ucla.edu or request that a resource list be sent to you.

Howard S. Adelman & Linda Taylor
Co-directors

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Policy makers are calling for higher standards and greater accountability for instruction, improved curricula, better teaching, increased discipline, reduced school violence, an end to social promotion, and more. At the same time, it is evident that current strategies to accomplish all this are inadequate to the task. This is likely to remain the case as long as so little attention is paid to reforming and restructuring the ways schools address many well-known factors interfering with the performance and learning of so many young people.

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, youngsters at every grade level come to school unready to meet the setting's demands effectively.

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning (see Appendix A). As a whole, their work underscores a reality that too few school reformers have acted upon. Namely:

> *If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can effectively address barriers to development and learning.*

Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without effective, direct interventions, such barriers can continue to get in the way of development and learning.

What are Schools Doing Now?

All schools have some activity focused on specific concerns, such as learning problems, substance abuse, violence, teen pregnancy, school dropouts, and delinquency. Looked at as a whole, one finds in many school districts an extensive range of activity oriented to students' needs and problems. Some programs are provided throughout a school district, others are carried out at or linked to targeted schools. The interventions may be designed to benefit all students in a school, those in specified grades, and/or those identified as having special needs. The activities may be implemented in regular or special education classrooms and may be geared to an entire class, groups, or individuals; or they may be designed as "pull out" programs for designated students. They encompass ecological, curricular, and clinically oriented activities.

While schools can use a wide-range of persons to help students, most school-owned and operated services are offered as part of pupil personnel services. Federal and state mandates tend to determine how many pupil services professionals are employed, and states regulate compliance with mandates. Governance of daily practice usually is centralized at the school district level. In large districts, counselors, psychologists, social workers, and other specialists may be organized into separate units. Such units straddle regular, special, and compensatory education. Analyses of the situation find that the result is programs and services that are planned, implemented, and evaluated in a fragmented and piecemeal manner. Service staff at schools tend to function in relative isolation of each other and other stakeholders, with a great deal of the work oriented to discrete problems and with an overreliance on specialized services for individuals and small groups. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other. Such fragmentation not only is costly, it works against developing cohesiveness and maximizing results.

Similar concerns about fragmented community health and social services has led to increasing interest in school-community collaborations (e.g., school-linked services). A reasonable inference from available data is that such collaborations can be successful and cost effective over the long-run. By placing staff at schools, community agencies make access easier for students and families – especially those who usually are underserved and hard to reach. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and greater family involvement. At the same time, the emphasis on primarily co-locating community services at school sites is producing another form of fragmentation.

Toward Ending Fragmentation

Policymakers have come to appreciate the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. Limited efficacy does seem inevitable as long as interventions are carried out in a piecemeal and often competitive fashion and with little follow through. From this perspective, reformers have directed initiatives toward reducing service fragmentation and increasing access.

The call for "integrated services" clearly is motivated by a desire to reduce redundancy, waste, and ineffectiveness resulting from fragmentation (Adler & Gardner, 1994). Special attention is given to the many piecemeal, categorically funded approaches, such as those created to reduce learning and behavior problems, substance abuse, violence, school dropouts, delinquency, and teen pregnancy.

New directions are emerging that reflect fundamental shifts in thinking about current education support programs and services. Three major themes have emerged so far: (1) the move *from* fragmentation *to* cohesive intervention, (2) the move *from* narrowly focused, problem specific, and specialist-oriented services *to* comprehensive general programmatic approaches, and (3) the move toward research-based interventions, with higher standards and ongoing accountability emphasized.

To ensure development of essential programs for addressing barriers to learning and teaching, greater attention must be given to developing policy, leadership, and infrastructure and to building capacity (Center for Mental Health in Schools, 1999a; 1999b). The focus in this report is on one facet of the necessary infrastructure – *resource-oriented mechanisms.*

Resource-Oriented Mechanisms

Resource-oriented organizational mechanisms focus specifically on ensuring the appropriate use of existing resources and enhancing efforts to address barriers to student learning. Such mechanisms can reduce marginalization and fragmentation and enhance cost-efficacy of learner support activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner.

Creation of resource-oriented mechanisms is essential for starting to weave together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When such mechanisms are created in the form of

"teams," they also are vehicles for building working relationships and can play a role in solving turf and operational problems, developing plans to ensure availability of a coordinated set of efforts, and generally improving the attention paid to developing a comprehensive, integrated approach for addressing barriers to student learning.

One of the primary and essential tasks a resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families, and staff. A comprehensive "gap" assessment is generated as resource mapping is compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed, provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and enhance use of existing resources. Such analyses also can guide efforts to improve cost-effectiveness. In a similar fashion, a resource-oriented team for a complex or family of schools (e.g., a high school and its feeders) and at the district level provides mechanisms for analyses that can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale. For those concerned with school reform, establishment of such mechanisms are a key facet of efforts designed to restructure school support services.

This report first explores such mechanisms at the school level, then in terms of a feeder pattern, and finally at the district level.

Focusing on Resources at the School Level

Creation of a school-site resource-oriented mechanism provides a good starting place in efforts to enhance coordination and integration of services and programs and for reaching out to District and community resources to enhance learner supports. And, over time, such a mechanism can be evolved to do much more – eventually transforming current approaches to addressing barriers to student learning and promoting healthy development.

As discussed here, the school level resource-oriented mechanism is dubbed a *Resource Coordinating Team.* We initially piloted such teams in the Los Angeles Unified School District and now they are being introduced in many schools across the country (see Appendix B). Properly constituted, such a team provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

When we mention a Resource Coordinating Team, some school staff quickly respond:

We already have one!

When we explore this with them, we usually find what they have is a *case-oriented team* -- that is, a team that focuses on individual students who are having problems. (Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.)

To help clarify the difference, we have developed the following exhibit:

A Case-Oriented Team	***A Resource-Oriented Team***
Focuses on specific *individuals* and discrete *services* to address barriers to learning	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development
Sometimes called: • Child Study Team • Student Study Team • Student Success Team • Student Assistance Team • Teacher Assistance Team • IEP Team	Possibly called: • Resource Coordinating Team • Resource Coordinating Council • School Support Team
EXAMPLES OF FUNCTIONS: >triage >referral >case monitoring/management >case progress review >case reassessment	EXAMPLES OF FUNCTIONS: >mapping resources >analyzing resources >enhancing resources >program and system planning/develop. >redeploying resources >coordinating and integrating resources >social "marketing"

In contrasting the two teams, the intent is to highlight the difference in functions and the need for both teams (not to suggest one set of functions should take precedence over the other).

Another way to help differentiate the two types of mechanisms is by use of two familiar metaphors. A *case-orientation* fits the *starfish* metaphor.

The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said:

It's no use your doing that, there are too many.
You're not going to make any difference.

The boy looked at him in surprise, then bent over, picked up another starfish, tossed it back, and then replied:

It made a difference to that one!

And, of course, that is the metaphor that reflects all the important clinical efforts undertaken by staff alone and when they meet together to work on specific cases.

The *resource-oriented* focus is captured by what can be called the *bridge* metaphor.

In a small town, one weekend a group of school staff went fishing together down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river and drowning. Soon every one in the group was diving in and dragging children to the shore, resuscitating them, and then jumping back in to save as many as they could. But, there were too many. For every one they saved, several others floated by and drowned. All of a sudden, in the midst of all this frenzy, one of the group stopped jumping in and was seen walking away. Her colleagues were amazed and irate. How could she leave when there were so many children to save? About an hour later, to everyone's relief, the flow of drowning children stopped, and the group could finally catch their breathe. At that moment, their colleague came back. They turned on her and angrily shouted:

How could you walk off when we needed everyone here to save the children?

She replied:

It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.

Fixing and building better bridges is a good way to think about prevention work, and it is the way to understand the importance of taking time to focus on improving and enhancing resources, programs, and systems.

As indicated, a resource oriented team's focus is not on specific individuals, but on how resources are used. In doing so, it provides what often is a missing link for managing and enhancing *systems* in ways that integrate and strengthen interventions. For example, such a team can (a) map and analyze *activity and resources* to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance *systems*, (c) enhance *procedures* for management of programs and information and for communication among school staff and with the home, and (d) explore ways to *redeploy and enhance resources* – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community. Indeed, such a school-site team provides a key mechanism for weaving together existing school and community resources and increasing cohesive functioning of services and programs.

A Resource Coordinating Team exemplifies the type of mechanism needed for overall cohesion and coordination of school support programs and systems for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, ant physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

- preparing and circulating a list profiling available resources (programs, personnel, special projects, services, agencies) at the school, in the district, and in the community
- clarifying how school staff and families can access them
- refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g. where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)
- mediating problems related to resource allocation and scheduling,
- ensuring sharing, coordination, and maintenance of needed resources
- assisting in creation of area program teams
- exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)
- evolving a site's infrastructure for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development (possibly including health and family centers as hubs)

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to focus on enhancing resources and programs by augmenting their membership and agendas. Of course, in doing so, they must take great care to structure the agenda so that sufficient time is devoted to the additional tasks. In small schools where there are so few staff that a large team is not feasible, there still is a need for some form of a resource-oriented mechanism. Thus, in some instances, the "team" may be as small as two persons.

recruit a broad range of stakeholders

Although a resource-oriented mechanism might be created solely around psychosocial programs, it is meant to focus on resources related to all major programs and services supporting the instructional component. Thus, it tries to bring together representatives of all these programs and services. This might include, for example, guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with schools. Beyond these "service" providers, such a team is well-advised to add the energies and expertise of administrators, regular classroom teachers, non-certificated staff, parents, and older students.

The larger the group, of course, the harder it is to find a meeting time and the longer each meeting tends to run. Nevertheless, the value of broad stakeholder representation far outweighs these matters. And, good meeting facilitation that maintains a task-focus and an action orientation can make meetings a invaluable opportunity to enhance systems (see Appendix C).

ensure motivational readiness & capability

For the team to function well, there must be a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). They must be committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.) The team must have a dedicated leader/facilitator who is able to keep the group task-focused and productive. It also needs someone who records decisions and plans and reminds members of planned activity and products. Where advanced technology is available (management systems, electronic bulletin boards and E-mail, clearinghouses), it can be used to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

The team meets as needed. Frequency of meetings depends on the group's functions, time availability, and ambitions. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done. Well planned and trained teams can accomplish a great deal through informal communication and short meetings.

ensure representation on governance & planning bodies

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies ensures the type of infrastructure connections that are essential if programs and services are to be maintained, improved, and increasingly integrated with classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative "table."

For many support service personnel, their past experiences of working in isolation – and sometimes in competition with others – make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. See Appendix C for some resource aids that can help in establishing a Resource Coordinating Team and ensuring it is structured to operate effectively.

Focusing on Resources for a Complex or "Family" of Schools

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with students from the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention.)

With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. In general, then, a group of sites can benefit from having an ongoing, multi-site, resource-oriented mechanism that provides leadership, facilities communication, coordination, integration, and quality improvement of all activity the sites have for addressing barriers to learning and promoting healthy development.

Thus, a multi-site team or Resource Coordinating *Council* for a complex of schools (e.g., a high school and its feeder middle and elementary schools) brings together one to two representatives of each school's resource *team* (see figure below). Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.

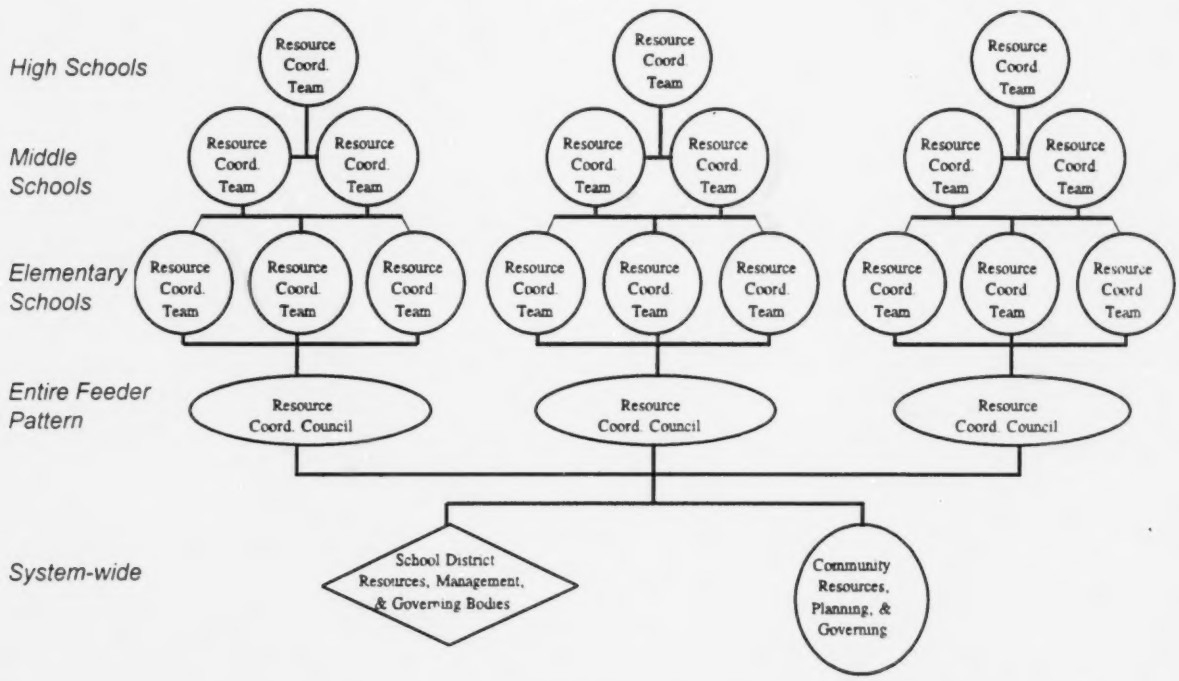

Figure 1. Developing and connecting mechanisms at schools sites, among families of schools, and district and community-wide

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Some specific functions for a Council are:

Council functions

- to share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration.
- to identify specific needs and problems and explore ways to address them (e.g., Can some needs be met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- to discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Council membership

Each school might be represented on the *Council* by two members of its Resource *Team.* To assure a broad perspective, one of the two might be the site administrator responsible for enabling activity; the other would represent line staff. To ensure a broad spectrum of stakeholder input, the council also should include representatives of classroom teachers, non-certificated staff, parents, and students, as well as a range of community resources that should be involved in schools.

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

System-wide Mechanism

School and multi-site mechanisms are not sufficient. A system-wide mechanism must be in place to support school and cluster level activity. A *system-wide resource coordinating body* can provide guidance for operational coordination and integration across groups of schools. Functions might encompass (a) ensuring there is a district-wide vision and strategic planning for addressing barriers to student learning and promoting healthy development, (b) ensuring coordination and integration among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, (d) ensuring complete and comprehensive integration with the district's education reforms, and (e) ensuring evaluation, including determination of equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results for accountability purposes.

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Phasing-in Resource Teams and Councils

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a, 1999b, 2001; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches, such as the establishment of Resource Coordinating Teams and Councils.

The exhibit on the following pages offers an outline of phases for establishing such mechanisms and summarizes some key facets of what has been discussed above.

Exhibit

Phasing in Resource Coordinating Teams and Councils

Phase *1. Organizing Resource Coordinating Teams at a School Site*

Creation of a School-site *Resource Coordinating Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring

  >basic systems (for referral, triage, case management) are in place and effective
  >programs/services are profiled, written up, and circulated
  >resources are shared equitably

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach

- evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Coordinating Team can help clarify

(a) the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Special Services, Programs, and Other Resources" (see Appendix D).

(b) how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

(c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

(d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Coordinating Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Resource Coordinating Team and the complex Council are provided in the body of this report.

Phase II. ***Organizing a Programmatic Focus and Infrastructure for Education Support Activity***

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Coordinating Team.

This involves facilitating

- development of program teams
- analyses of education support activity (programs/services) by program area teams to determine

  >how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
  >whether any activities need to be improved (or eliminated)
  >what is missing -- especially any activity that seems as important or even more important than those in operation.

- efforts by program area teams related to

  >profiling, writing up, circulating, and publicizing program/service information
  >setting priorities to improve activity in a programmatic area
  >setting steps into motion to accomplish their first priority for improvement
  >moving on to their next priorities.

Phase III. ***Facilitating the Maintenance and Evolution of Appropriate Changes***

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. ***Facilitating the Institutionalization/Sustainability of Appropriate Changes***

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

About Mapping, Analyzing, & Deploying Resources

It has been speculated that when the various sources of support are totaled in certain schools, as much as 30% of the resources may be going to addressing barriers to learning. Whatever the actual percentage, the fact is that in too many locales the resources are being expended in rather ad hoc, piecemeal, and fragmented ways. This is why mapping, analyzing, and (re)deploying resources are such important functions for resource-oriented mechanisms to pursue.

Mapping can be carried out in various ways. For example, in mapping a school's resources for addressing barriers to learning, some teams begin simply by developing a list of names and brief descriptions of the work performed by staff and those from the community who are at the school at various times (see Appendix D). This probably is a good starting point since so few schools seem to have done even this simple form of mapping, and everyone at or otherwise connected to a school should have easy access to such basic information. Eventually, all resources should be mapped (e.g., all programs, services, personnel, space, material resources and equipment, cooperative ventures, budgetary allocations). Moreover, to facilitate subsequent analyses, efforts should be made to differentiate among (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for *analyses is* how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analyses involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Below we describe how all this can be done using the framework developed for operationalizing an enabling component (see Appendix A). Use of a well-conceived framework avoids the tendency to create laundry-lists of the various programs and services offered at a school. Such lists communicate a fragmented picture rather than a comprehensive, multifaceted, cohesive approach and provide insufficient information for analyzing how well resources are being used.

Step 1: School-Focused Mapping

The matrix below provides a framework for the school-based resource mechanism (e.g., a Resource Coordinating Team) to begin mapping.

AREAS OF CONCERN FOR MAPPING

	Classroom-Focused Enabling Activity	Crisis Response & Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach (including volunteers)	Student & Family Assistance	System Change Activity
Systems of Prevention							
Systems to Respond Early-After-Onset							
Systems of Care							

As aids for mapping, our Center has developed a set of tools that outlines the types of activities schools might have in these various areas. (See Appendix D for a description and for information on accessing these tools by downloading them from our website or requesting a copy from the Center.)

The mapping should include all district-level and community resources that have had some direct connection with the work of the school. As noted above, the mapping should also include efforts to differentiate (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

After mapping each area, the products can be used immediately to communicate in an organized manner what the school is currently doing to address barriers to learning and promote healthy development. With relatively little effort, the products can be an important step forward in "social marketing" the school's efforts to meet the needs of all students. Appendix D provides examples of summaries related to such mapping. After developing such summaries, they can be copied as a set and circulated to all stakeholders, and can even be condensed into a brochure, newsletter, and other formats that will be useful to stakeholders. They also can be mounted as a set on poster board and displayed prominently in the staff lounge, the main hallway, and anywhere else in the school where the presentation will be widely seen. The point is to make certain that everyone begins to understand what already exists and that work is underway to develop a comprehensive, multifaceted, cohesive approach.

Step 2: Mapping the "Family" of Schools

Once individual schools have done their initial mapping, the schools in a feeder pattern (or an other-wise designated "family" of schools) can meet together to pool the information. At this juncture, efforts should also be made to identify other district-level and community resources that could be brought to the family of schools.

Here, again, the products of the expanded mapping engender a significant opportunity for social marketing.

In anticipating the analyses of resources, it is important at the family of schools level to designate whether the resources currently are deployed at elementary, middle, high school, or at all levels.

Step 3: Analyses

With the initial mapping done, the focus turns to analyzing how resources are currently used. The aim is to develop specific recommendations for improving the work at each school through enhancing use of the resources currently at a school and enhancing resources through collaboration among the family of schools and with neighborhood resources.

Essentially, the process involves conducting a gap analysis. That is, existing resources are laid out in the context of the vision schools have for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development (e.g., see Appendix A). From that perspective, the analysis focuses on (1) what parts are in place, (2) what's still missing, and (3) what needs to be done to improve matters.

(1) *What's in place?* Discussion focuses on how effective and efficient current efforts are. Special attention is given to identifying redundant efforts, inefficient use of resources, and ineffective activities. With respect to what is seen as ineffective, the analyses should differentiate between activities that might be effective if they were better supported and those that are not worth continuing because they have not made a significant impact or because they are not well-conceived. This facilitates generating recommendations about what should be discontinued so that resources can be redeployed to enhance current efforts and fill gaps.

(2) *What's still missing?* Every school has a wish list of programs and services it needs. The analyses put these into perspective of the school's vision for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. By doing this, the analyses provide an appreciation of major gaps. Thus, rather than making ad hoc choices from a laundry-list of wishes, recommendations can be based on a systematic analysis of current efforts that require enhancement and gaps that need to be filled.

(3) How can resources be used better? Analyses of how resources might be used better first focus on identifying wasteful uses (i.e., redundancies, ineffective activity, programs where costs far out-weigh benefits, lack of coordination). Then, the emphasis is on promising programs that are under-supported. Finally, discussion turns to exploring which gaps should be filled first (e.g., new activity that is as or even more important than existing efforts).

Step 3: Recommendations for Deploying & Enhancing Resources

No school or family of schools can do everything at once -- especially when there is a great deal to do. Based on the analyses, recommendations first must stress combining some efforts to reduce redundancy at each school and for the family of schools and discontinuing ineffective activity. A second set of recommendations focus on redeploying freed-up resources to strengthen promising efforts. Finally, recommendations are made about priorities for filling gaps and for strategies to expand the pool of resources.

With respect to expanding the pool of resources, the first strategy can involve braiding together the resources of the family of schools to achieve economies of scale and to accomplish overlapping activity. Then, the focus is on enhancing connections with community resources in order to enhance existing programs and services and fill specific gaps. Recommendations should clarify how the limited community resources can be added in integrated and equitable ways across the family of schools. Finally, recommendations can be made about seeking additional funds. (See Center Brief and Fact Sheet on *Financing Mental Health for Children & Adolescents.)*

A Caveat

In building a comprehensive, multifaceted continuum of interventions, the team will be confronted by the complementary challenges surrounding the needs for *evidence-based strategies* and *demonstrating results.* These matters must be addressed in ways that enhance rather than hinder system-wide effectiveness. The dilemma arises because of the limited nature and scope of interventions that currently have strong research support. The best (not always to be equated with good) evidence-based strategies for identifying and working with student's problems are for a small number of non-comorbid disorders. And, the data show efficacy -- not effectiveness. Clearly, before these strategies are seen as the answer, they must be widely implemented in community and school settings, and they must generate data that demonstrate enhanced cost-effectiveness.

But it should be stressed that there is a bigger problem related to addressing barriers to student learning. This involves investing in the development and evaluation of interventions that go beyond one-to-one and small group approaches and that incorporate public health and primary prevention initiatives. Such approaches must be comprehensive, multifaceted, and integrated and must encompass a full intervention continuum in the form of systems of prevention, systems of early intervention (early after the onset of problems), and systems of care. Development of such a continuum of overlapping systems requires major school-based programs and school-community collaborations

In sampling the literature, it is evident that there is not a strong evidence base for addressing many psychosocial problems (Center for Mental Health in Schools, 2001). Unfortunately, the field is not moving in the direction of developing such an evidence base because (1) there is not support for the type of research that must be carried out to determine the impact of comprehensive, multifaceted, and integrated approaches, and (2) many in the field are falling into the trap of thinking large-scale problems can be solved by reifying a few evidence-based interventions. It is striking that there never has been a formal study of the impact on a catchment area (e.g., a neighborhood) of a comprehensive, multifaceted, and integrated approach that encompasses a full intervention continuum in the form of systems of prevention, early intervention, and care.

Concluding Comments

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement. and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs.

The danger in creating new mechanisms is that they can become just another task, another meeting -- busy work. Infrastructure must be designed in keeping with the major functions to be carried out, and all functions must be carried out in the service of a vital vision. Resource-oriented mechanisms are valuable only if they are driven by and help advance an important vision. Leaders and facilitators must be able to instill that vision in team members and help them hold on to it even when the initial excitement of "newness" wanes.

In outlining the ongoing functions of mapping, analyzing, and deploying resources, we have also stressed that, in our work, resource-oriented functions are done in the service of building, sustaining, and evolving a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and promoting healthy development. It is that vision that sustains us and our colleagues.

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WHAT IS A RESOURCE COORDINATING TEAM?

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Resource Coordinating Team* is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Resource Coordinating Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- Mapping resources at school and in the community
- Analyzing resources
- Identifying the most pressing program development needs at the school
- Coordinating and integrating school resources & connecting with community resources
- Establishing priorities for strengthening programs and developing new ones
- Planning and facilitating ways to strengthen and develop new programs and systems
- Recommending how resources should be deployed and redeployed
- Developing strategies for enhancing resources
- "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on a Resource Coordinating Team?

A Resource Coordinating Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- Principal or assistant principal
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate the RCT with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Resource Coordinating *Council* formed for the feeder pattern of schools.

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Appendix A

Executive Summary:

Pioneer Initiatives to Reform Education Support Programs

June, 2000

Executive Summary: *Pioneer Initiatives to Reform Education Support Programs*

On Monday, May 22, 2000, a group of leaders involved in pioneer initiatives to reform and restructure education support programs participated in a day-long "summit" meeting at UCLA. This report extrapolates basic implications from work being done by such initiatives.

School systems are not responsible for meeting every need of their students.

But when the need directly affects learning, the school must meet the challenge.

Carnegie Council Task Force (1989)

Policy makers are calling for higher standards and greater accountability for instruction, improved curricula, better teaching, increased discipline, reduced school violence, an end to social promotion, and more. At the same time, it is evident that current strategies to accomplish all this are inadequate to the task. This is likely to remain the case as long as so little attention is paid to reforming and restructuring the ways schools address many well-known factors interfering with the performance and learning of so many young people.

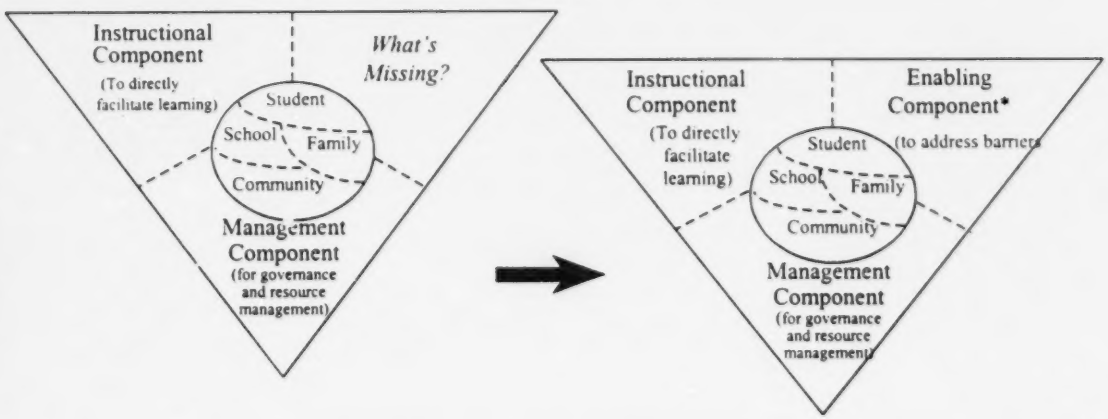
Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning. As a whole, their work underscores a reality that too few school reformers have acted upon. Namely:

If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can effectively address barriers to development and learning.

Based particularly on the work of several comprehensive initiatives, the full report stresses the need to expand school reform (see figure below). These initiatives are restructuring education support programs under the umbrella of a newly conceived reform component that focuses directly on addressing barriers to learning and development. This component is to be fully integrated with the others and assigned equal priority in policy and practice.

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, youngsters at every grade level come to school unready to meet the setting's demands effectively.

Figure. Moving from a two to a three component model for reform and restructuring.



*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without an effective, direct intervention, such barriers can continue to get in the way of development and learning.

The concept of an enabling component embraces a focus on healthy development, prevention, and addressing barriers. Thus it is not a case of a negative vs. a positive emphasis (or excusing or blaming anyone). It's not about what's wrong vs. what's right with kids. It is about continuing to face up to the reality of major extrinsic barriers, as well as personal vulnerabilities and real disorders and disabilities.

In addressing barriers to student learning, the pioneering initiatives are improving school and classroom environments to prevent problems and enhance youngsters' strengths. At the same time, for those who need something more, school and community, working separately and together, provide essential supports and assistance.

Society has the responsibility to promote healthy development *and* address barriers.

The pioneer initiatives discussed in the report are showing how to:

- ***Use an enabling component.*** In various forms, each has adopted the concept of an enabling component and is moving to develop comprehensive, multifaceted, and integrated approaches. Some use the term learning support component; others use learner support, supportive learning environment, or comprehensive student support system. Whatever the term, the focus is on developing a full array of programs and services by melding school, community, and home, resources. The aim is to develop a continuum ranging from primary prevention through early intervention to treatment of serious problems. At each school, creation of such a component involves programs to (a) enhance the ability of the classroom to enable learning, (b) provide support for the many transitions experienced by students and families, (c) increase home involvement, (d) respond to and prevent crises, (e) offer special assistance to students and their families, and (f) expand community involvement (with a special focus on the use of volunteers).

- ***Restructure education support programs from the school outward.*** For too long there has been a terrible disconnect between central office policy and operations and how programs and services evolve in classrooms and schools. The initiatives recognize that planning should begin with a clear image of what the classroom and school must do to teach all students effectively and enable learning by addressing barriers. Then, the focus moves to planning how a family of schools (e.g., a high school and its feeders) and the surrounding community can complement each other's efforts and achieve economies of scale. Central staff and state and national policy then are expected to restructure in ways that best support local efforts *as defined locally.*

The experiences of those who are revamping support programs also are highlighting a variety of other basic concerns about current practices, policy, and reforms. Extrapolating from the work done to date, greater attention is especially needed related to:

- ***Addressing barriers through a broader view of "basics" and through effective accommodation of learner differences.*** The curriculum in every classroom must emphasize acquisition of basic knowledge and skills. However, such basics must be understood to involve more than the three Rs and cognitive development. There are many essential areas of human development and functioning, and each contains "basics" that individuals need for success at school and in life. And, any individual may require special accommodation in one or more of these areas.

- ***Enhancing the focus on motivational considerations.*** Every classroom must incorporate a focus that appreciates the importance of both intrinsic and extrinsic motivation in relation to learner readiness and ongoing involvement and that fosters intrinsic motivation as a basic outcome.

- ***Adding remediation as necessary, but only as necessary.*** Remedial procedures must be *added* to instructional programs for certain individuals, but only after appropriate nonremedial procedures for facilitating learning have been tried. Moreover, such procedures must be designed to build on strengths and must not supplant a continuing emphasis on promoting healthy development.

- ***Enhancing school-wide approaches.*** Beyond the classroom, schools must have policy, leadership, and mechanisms for school-wide programs to address barriers to learning and teaching. Some of this activity requires partnering with other schools, some requires weaving school and community resources together.

- ***Increasing policy cohesion and filling critical gaps.*** Relatedly, policymakers at all levels must revisit existing policy using the lens of addressing barriers to learning with the intent of both realigning enacted policy to foster cohesive practices and enacting new policies to fill critical gaps. However, given the realities of legislative bodies, additional mechanisms should be established quickly to facilitate appropriate blending of funds in pursuit of more comprehensive and multifaceted approaches for addressing barriers to learning and development and promoting healthy development.

- ***Expanding the framework for school accountability***. Besides focusing on high standards for academic performance, accountability must encompass all facets of a comprehensive and holistic approach to ensuring positive development and learning. Such expanded accountability incorporates high standards for learning related to social and personal functioning and for activity directly designed to address barriers to student learning. The former includes measures of social learning and behavior, character/values, civility, healthy and safe behavior, and other facets of youth development. The latter includes benchmark indicators such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, and fewer pregnancies, suspension, and dropouts.

- ***Improving scale-up efforts.*** After developing efficacious demonstrations of ways to reform education support programs, policymakers and administrators at all levels must be ready to pursue new and improved strategies in order to ensure substantive district-wide systemic changes.

Our Center hopes to continue to play a meaningful role in moving forward with the reform and restructuring of education support programs. As for the participants at the May 22nd summit, all indicated a desire to work more closely together to convey lessons learned, share data on progress, and provide technical assistance, training, and mutual support. Others already have indicated a desire to become part of this growing network. A listserv has been established as one direct linking mechanism. The work of the initiatives also should be available soon on their websites; other sharing strategies will be explored. All who receive this document, of course, are encouraged to copy and send it to superintendents, principals, school board members, and any others concerned about addressing barriers to learning.

*The full report and the accompanying materials can be downloaded from our website (http://smhp.psych.ucla.edu).

Appendix B

An Example from One Major School District

A number of school districts around the country are developing resource-oriented mechanisms at various levels.

Here, we highlight the work of the *Detroit Public Schools* as one pioneering effort.

In the late 1990's, the Detroit Public Schools adopted the enabling component and the concept of a Resource Coordinating Team as their *Framework for Change*. They used versions of organization facilitators to establish the systemic changes. Their stated rationale for their reforms are as follows:

> Many of the contributing factors that limit a child's academic achievement are outside of the classroom. Family instability, health and nutritional problems, emotional well-being, and numerous other conditions play a role in determining whether or not a child is equipped to learn. For true reform standards to take place in urban schools, educators must tackle more than curriculum and testing issues. They must take a holistic approach that attempts to remove all barriers to student success. Such an approach requires that educators possess a compassionate concern for their students total welfare.

Leaders in the Detroit Public Schools viewed the concept of a Resource Coordinating Team "as an innovative support system to address the hurdles that can negatively impact a child's development." This appendix provides their description of the team and its areas of concern as they have adapted it.

What is the Resource Coordinating Team (RCT)?

It is an integrated learner support system that acts as a problem-solving team to promote the healthy development of the whole child.

The Goal of the Resource Coordinating Team is to Strengthen a School's Effectiveness by:

- Addressing the quality of life issues that impact a child's emotional, social and intellectual development from both a prevention and intervention perspective.
- Linking with community agencies that can provide needed services for children and their families.
- Structuring individual student and school-based intervention plans that respond to both student and school community needs supporting systems and strategies which enable teachers to teach more effectively and students to reach rigorous academic support standards.

Resource Coordinating Teams take a village approach to educating our children by invoking the participation of various members of the school staff and community to ensure that each child receives the assistance he or she needs to reach their greatest potential.

Resource Coordinating Team Partners

>School Social Workers
>Psychologists
>Guidance Counselors
>School Nurses and Health Professionals
>Attendance Agents
>Teachers
>Principals
>Special Education Teachers/Teacher Consultants
>Bilingual Specialists
>Curriculum Specialists
>Community Agency Representatives
>Hearing and Vision Consultants
>Teachers of the Speech and Language Impaired (TSLI)

In Detroit, these professionals work as a team to support student achievement and total school development through the following six support areas:

Crisis Prevention and Intervention

RCTs facilitate immediate emergency care when there is a crisis as well as the appropriate follow-up care to students, families and community members.

Home Involvement in Schooling

RCTs help parents become effective at-home teachers, and assist them in supporting their child's overall educational experience.

Student and Family Assistance

Resource Coordinating Teams (RCTs) provide consultation services to families and students from within the school system or through community agencies.

Support for Transitions

RCTs play a key role in ensuring that stability and security exist during the points of transition for both the student and the family by creating a nonthreatening, welcoming school environment.

Community Outreach

RCTs aggressively seek partnerships with community and service organizations, public and private agencies, business and professional organizations, the faith community, universities and volunteers that support student growth and school development.

Classroom Focused Enabling

Programs to enhance classroom based efforts which address barriers to learning.

Appendix C

Resource Aids for Developing Resource Coordinating Teams/Councils

- *Checklist for Establishing School-Site Teams*
- *Examples of Initial and Ongoing Tasks for Team/Council*
- *Planning and Facilitating Effective Meetings*

Checklist for Establishing School-Site Teams

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every interested staff member is encouraged to participate.

3. ___ Team include key stakeholders (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, representatives of any community agency significantly involved with the site, administrator, regular classroom teachers, non-certificated staff, parents, older students).

4. ___ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6. ___ Team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Team has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Team uses advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Exhibit

Examples of Initial and Ongoing Tasks for *Team/Council*

- Orientation for representatives to introduce each to the other and provide further clarity of group's purposes and processes
- Review membership to determine if any major staekholder is not represented; take steps to assure proper representation
- Share and map information regarding what exists (programs, services, systems for triage, referral, case management, etc. – at a site; at each site; in the district and community)
- Analyze information on resources to identify important needs at specific sites and for the complex/family of schools as a whole
- Establish priorities for efforts to enhance resources and systems
- Formulate plans for pursuing priorities
- Each site discusses need for coordinating crisis response across the complex and for sharing complex resources for site specific crises and then explores conclusions and plans at Council meeting
- Discussion of staff (and other stakeholder) development activity with a view to combining certain training across sites
- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General Meeting format

- Updating on and introduction of membership
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments
- Ideas for next agenda

Planning and Facilitating Effective Meetings

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, eta. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

- *Hidden Agendas* – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- *Ain't It Awful!* – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

Appendix D

Resource Aids and Other Relevant References for Mapping

- *Mapping of Resource Staff*
- *Mapping of Activities Using an Enabling Component Framework*
- *Mapping Community Resources*
- *Other Relevant Resources for Mapping*
- *Beyond Resource Mapping*

Mapping of Resource Staff

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or "family") of schools.

Note the following:

> In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.
>
> The individuals listed for a school are a logical group to build a resource-oriented team around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which the council is built.

Resource Coordination (names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at _____ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____
times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors times at the school

_____ _____
_____ _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

_____
times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

_____
_____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____
_____
_____
times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who / What they do / When

_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

Type of Resource Staff (under school name, enter each person by name)	Enter the Name of Each School					
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

Mapping of Activities Using a Enabling Component Framework

In mapping the various activities, programs, and services at a school, it is important to use a logical framework rather than just creating a long list. One emprically developed framework is the six areas that have been conceived as the "curriculum" of an enabling component. These six areas are identified in both Appendices A and B are are delineated in more detail below.

Examples of one school's mapping in each of these areas are provided on the following pages.

(1) Classroom-Focused Enabling -- enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. They must learn ways to engage students who are not highly motivated and reengage those who have become turned off to school. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development).

(2) Support for Transitions -- enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Crisis/Emergency Assistance and Prevention -- responding to minimize the impact of, and prevent crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

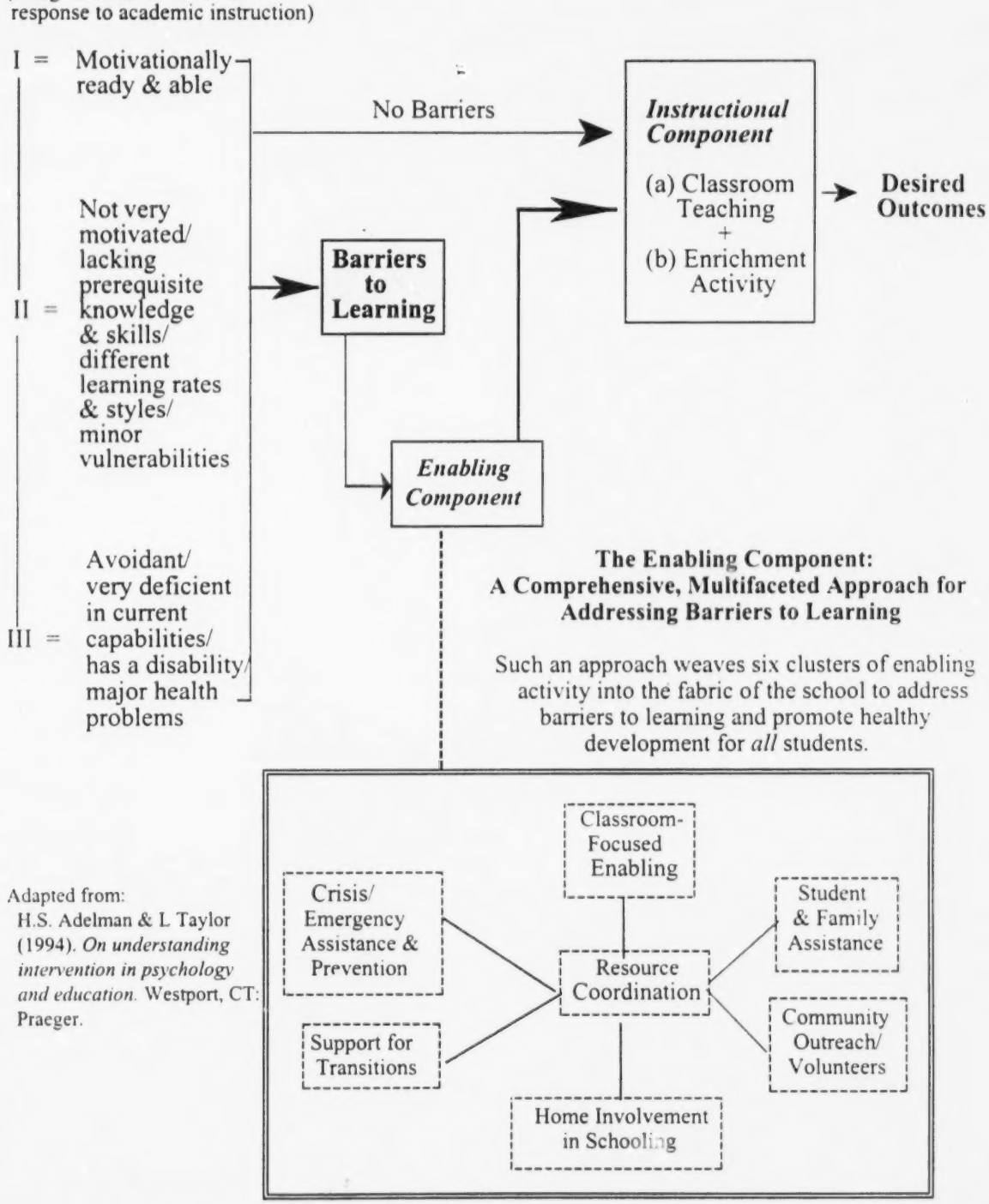
(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to the children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Our Center has developed a set of self-study instruments that delineate many activities related to each of the above areas. These provide templates to aid school personnel in identifying the status of current school site activities. Additional instruments are also available for mapping (a) a school's systems for coordinating and monitoring student and family services and school-wide activities and (b) school-community partnerships. These are available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Barriers to Learning
Enabling Component
The Enabling Component:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for all students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Support for Transitions
Community Outreach/ Volunteers
Home Involvement in Schooling

Adapted from:
H.S. Adelman & L Taylor (1994). *On understanding intervention in psychology and education.* Westport, CT: Praeger.

Classroom-Focused Enabling

Enhancing teacher capacity for addressing problems and for fostering healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

In all classrooms:

- team teaching
- classroom aide
- volunteers trained to work in targeted ways
- cross age tutors
- computer assisted instruction (e.g., for reading and ESL)
- social-emotional curriculum
- family problem-solving conferences
- conflict mediation
- after school tutoring
- special assistance in the classroom by resource specialist and other support staff designed to minimize need for referrals for additional services
- inservice and mentoring for classroom-focused enabling

In some classrooms:

- special education aide for inclusion
- full use of advanced technology
- teachers-in -training
- mentors for targeted students

Priorities for Future Development in this Area

- additional training for support staff related to providing assistance in the classroom to minimize the need for referrals
- recruitment of more volunteers and mentors and enhancement of their training
- inservice related to reengaging students who have been turned off to school

Support for Transitions

Enhancing school capacity to handle the variety of transition concerns confronting students and their families

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Welcoming Club
- student Peer Buddy social support program
- family Peer Buddy social support program
- before school tournaments, enrichment, and recreational activities
- after school sports, tournaments, enrichment, and recreation activities
- service learning program
- student job program
- end of the year 6 week program conducted by teacher and support staff to prepare students for the next grade
- articulation programs conducted by support staff to prepare students graduating to secondary schools
- follow-up monitoring by teachers and support staff to identify and assist any students who are having difficulty with transition into a new grade or school

Priorities for Future Development in this Area

- inservice for support staff related to enhancing transition programs
- recruitment of more volunteers to aid with transition programs
- preparation of a Welcome to Our School video to be shown all newcomers and visitors -- for regular use in the front office or in a special welcoming space
- design a transition program to be implemented by a resource teacher and support staff for students (and their families) entering and returning from special education
- enhance recess and lunch recreation and enrichment opportunities

Home Involvement in Schooling

Enhancing school capacity to provide those in the home with opportunities for learning, special assistance, and participation

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- adult education programs at the school and neighborhood
  >ESL
  >literacy
  >job skills
  >child care certification program
  >citizenship exam preparation classes
  >parenting and helping their youngster with school work
  >aerobics/sewing
- parent participation and parent classes
- some on-campus family assistance services and assistance in connecting with community services (see Student & Family Assistance)
- family volunteers staff school Welcoming Club, assist in the front office, in classrooms, on the yard
- family-staff picnic
- training for participation in school governance
- participation on school advisory and governance bodies
- regular parent-teacher communications (regular phone and email discussions, in-person conferences on request, monthly newsletter)
- school "beautification" program
- planning for community involvement

Priorities for Future Development in this Area

- enhance outreach programs to engage and reengage family members who are seldom are in contact with the school and often are hard to reach
- establish self-led mutual support groups for families
- expand opportunities for families to use school facilities during nonschool hours for enrichment and recreation
- enhance inservice for all staff to increase motivation and capability for enhancing home involvement

Crisis/Emergency Assistance & Prevention

Responding to minimize the impact of, and prevent crises

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- trained and active crisis team
- counseling programs designed to address crisis aftermath problems of students, families, and staff
- conflict mediation program to prevent problems using peer and staff counselors
- human relations/social emotional development curriculum
- training of all staff in promoting positive human relations everyday

Priorities for Future Development in this Area

- develop a joint school-community crisis response
- develop a joint school-community strategic plan to enhance prevention activity
- staff training related to strategies for addressing concerns related to suicide, physical and sexual abuse, substance abuse

Community Outreach, with special emphasis on Volunteers

Enhancing greater community involvement in schooling and building linkages and collaborations for addressing barriers to learning & promoting healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- volunteer and mentor program that recruits, trains, and supports a expanding pool of volunteers including family members, college students, individuals from local businesses
- community members hired by the school as community representatives
- Head Start program provided on campus
- local recreation programs come to campus to enhance after school programs
- local health and social service agencies come to campus to enhance services and programs provided by the school
- local library involvement in ensuring that students have access to library resources and support in using them

Priorities for Future Development in this Area

- outreach to artists, musicians, and others with specialized abilities to elicit their involvement with the school
- community resources joining in welcoming and social support for new students and families
- local businesses providing job training and job opportunities for students and family members
- community partner involvement in advocacy for school and in school governance
- recruiting professionals to provide pro bono services

Student & Family Assistance

Providing special assistance as necessary for students and families (including direct services & referrals)

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Student/Teacher Assistance Team (for review, triage, referral, monitoring)
- support staff (school psychologist, counselor, social worker, nurse)
- assessment to aid in planning special assistance interventions
- counseling (individual and group)
- special education programs
- inclusion programs in some classrooms
- English as a Second Language (ESL) transition tutoring
- conflict resolution program – staff/peers
- pregnant minor program with prevention focus
- personalized inservice for teachers who have many students with problems
- absentee immediate follow-up
- school-linked services that fill gaps and enhance the amount of services that the school's support staff can provide

Priorities for Future Development in this Area

- inservice for staff related to providing special assistance in the classroom for students who need it
- emergency food and clothing bank
- enhance systems for monitoring and follow-up
- recruiting professionals to provide pro bono services
- health or family resource center for the family of schools

Mapping Community Resources

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts. The instrument is available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

Media
(e.g., newspapers, TV & radio, local access cable)

Family Members, Local Residents, Senior Citizens Groups

Other Relevant Resources for Mapping

You will find a good range of references to mapping (information, tools) by searching our website (http://smhp.psych.ucla.edu). You will find materials our Center has pulled together and also references to resources developed by others around the country and how to access them.

Mapping School Resources

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* . Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

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Mapping Community Resources

C. Bruner, K. Bell, C. Brindis, H. Chang, & W. Scarbrough (1993). *Charting a Course: Assessing a Community's Strengths and Needs.* Des Moines, IA: National Center for Service Integration.

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G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian.(1997). *Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives*, byWashington, D.C.: U.S. Department of Housing and Urban Development.

J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntenney. *A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents* . Evanston, IL: Institute for Policy Research, Northwestern University.

J.P. Kretzmann & J.L. McKnight (1993). *Building Communities from the Inside Out: A Path Toward Fidning and Mobilizing a Community's Assets*. Chicago: ACTA Publications.

J.L. McKnight & J.P. Kretzmann (1990). *Mapping Community Capacity.* Evanston, IL: Institute for Policy Research, Northwestern University.

Community Tool Box. http://ctb.lsi.ukans.edu/

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

Beyond Resource Mapping

All school community work can benefit from clear demographic profiles, and from an evaluation perspective, base-level data on factors to be affected by interventions are essential. Thus, in the process of resource mapping, efforts also should be made to map what profiles and data are available.

At the *school level*, this includes information on such matters as:

- staffing demographics
  - >administrator(s)
  - >teachers
  - >student support service staff
  - >noncertificated staff
  - >teacher-to-student ratios (e.g., at different grade levels, for different subjects)

- demographics related to student enrollment
  - >number enrolled
  - >gender
  - >ethnicity
  - >socio-economic indicators
  - >family indicators (e.g., one parent home, foster parent)
  - >primary language (e.g., of students, parents)

- attendance and mobility concerns
  - >attendance rates
  - >tardies
  - >mobility/transiency
  - >dropout

- academic and socio-emotional functioning
  - >achievement test statistics
  - >school ranking indicators (e.g., district, state)
  - >any positive indicators of social and emotional learning (e.g., related to planned instruction in these domains)
  - > indicators of behavior problems (e.g., discipline referrals, suspensions, expulsions, vandalism, graffiti, bullying, pregnancy, drug abuse, physical abuse, sexual harrassment or abuse, arrests, number of students on juvenile probation)
  - >service referrals and number currently receiving special assistance (including special education)

Also of interest are key school policies and current plans (e.g., in school improvement plan) that affect efforts to address barriers to learning and promote healthy development.

Notes:

(1) Much of the above data should be available from existing school, school district, and community data systems. To determine what is and isn't available, a first step is to turn the above items into a checklist and identify (1) which information is available, (2) where it can be accessed, (3) and the plan for gathering the data (who, when, how).

(2) Efforts to profile a school will identify where the gaps are in the data gathering systems so that steps can be taken to fill these gaps. Where important data are not available, steps should be taken to establish ad hoc systems for gathering essential information.

(3) In the process of profiling the school, it will become clear what demographic and general information profiles are available for the District and the community (e.g., district information booklets, community resource directories, census summaries, chamber of commerce booklets, community report cards, juvenile justice reports, etc.). These can be collated to provide a context profile for the school.

Appendix E

Thinking About a Five Year Plan

One school recently began working on a 5 year plan for developing its enabling (Learning Supports) component. The sketch is a bit rough, but it provides a sense of one sites thinking and could readily be adapted.

Learning Supports Component	Year 1	Year 2	Year 3	year 4	year 5
General Component Development					
>policy	>governance authority prepares written policy	>additional policies as needed; initial draft of guidebooks; strategic plan for sustainability, replication, and scale-up	>District reviews policies and explores matters related to sustainability, replication and scale-up; draft of guidebook circulated for revision	>If approved, full replication in feeder schools	>ensuring sustainability of what has been developed and ongoing involvement related to replication and scale-up
>use of systemic change facilitator	>training of facilitator	>additional training as necessary	>additional training & write-up of training process for the guidebook	>additional training & revision of guidebook write-up of training process	>participation in training of other facilitators for replication/scale-up
>infrastructure *adm. & staff leads *support personnel *resource coord. team *feeder pattern Council	>facilitator initiates infrastructure develop. *job descriptions developed & initial training for new roles & functions *team functions defined & team members trained; initial implementation of team *orientation of support staff at feeder schools; discussion of each school developing a coordinating *team* in preparation of establishing a feeder pattern *council*	>monitoring of infrastructure to improve functioning (including additional training for leads, staff, community-based/ linked participants, feeder pattern staff; newcomers training) *council functions defined & members trained	>ongoing monitoring of infrastructure to improve functioning; revise guidebook discussion of infrastructure based on lessons learned; newcomer training	>ongoing monitoring of infrastructure to improve functioning and revise guidebook; newcomer training	>ongoing monitoring of infrastructure to improve functioning; use of demonstration for replication/scale-up
>stakeholder involvement	>training re. learning support concepts and resources for all concerned stakeholders	>in-depth training for subgroups of key stakeholders	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned	>in-depth training for subgroups of key stakeholders; involve key stakeholders in promoting replication/scale-up
>capacity building	>allocation of appropriate budget, space, equipment, time, etc.	>expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revision; use of demonstrations for replication/scale-up

Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >training of staff to *work together to promote social-emotional develop. *use accommodative strategies, peers, and volunteers to enhance support and address problems >train of support and special education personnel for working directly in classrooms	>analysis of patterns of referrals for special assistance in order to plan targeted approaches for reducing the need for referrals >continued staff development with respect to engaging students who are not highly motivated and re-engaging students who are manifesting avoidance motivation	>Additional staff training related to deepening understanding of personalizing instruction and offering special assistance in the classroom as needed; >cross-disciplinary training to enhance staff functioning	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Increasing Parent/Home Involvement	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >training of staff to understand a expanded view of home involvement >Begin Parent Academies & home meetings >Establish process for incorporating family member volunteers at the school	>Expand use of family member volunteers >Update family needs' assessment as an aid in establishing priorities for expanding programs in this area >Train parents who represent the Learning Supports Component in working with the school's governance authority >Expand adult educ. opportunities	>Expand and enhance opportunities for families to access adult education, job training (as feasible, at school and in the immediate neighborhood) >Initiate some career ladders for family members at the school and in the neighborhood	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Enhancing Support for Transitions	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >Develop welcoming and social support progs. for newcomers – students, families, and staff >Develop articulation programs (into kinder.; grade-to-grade; from elementary to middle) >Develop after-school and intersession progs. >Training of staff related to the above	>Work with Feeder Pattern Council to enhance articulation programs (including welcoming and social support) >Expand school-to-higher educ./career programs >Develop before school program to provide recreation and enrichment and minimize tardiness >Expand after-school and intersession programs >Ongoing staff devel.	>Analyze mobility and dropout patterns for family of schools and develop programs to target system weaknesses and vulnerable students >Develop recess and lunch programs for recreation, enrich., & to minimize negative student interactions >Develop Community Service and job opportunities >Enhance mentoring through increasing links with business and higher educ. settings >Ongoing staff devel.	>Enhance transition programs for movement back and forth from special education >Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up

Expanding Crisis Response and Prevention	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >upgrade crisis team >review and improve safe school plan and crisis response plan >training of staff for *crisis response *crisis aftermath supp *crisis prevention	>Connect with feeder pattern schools to coordinate crisis training and response >Establish access to emergency assistance	>With community stakeholders, analyze neighborhood and school safety and develop safe passages procedures and a safe neighborhood plan	>Expand feeder pattern crisis prevention program (e.g., to address stakeholder involvement in preventing, bullying, abuse, suicide) >Continued staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Enhancing Special Assistance for Students and Families	>Identify who will take a lead role in this area >identify rep. for resource coord. team >review and improve systems for special assistance to minimize referrals, triage, care and resource management, referrals >map and communicate to all stakeholders info on all services at the school and in the community >integrate representatives of all community providers who work at or with the school >coordinate with feeder schools to integrate responses to families >training of staff related to the above	>Analyze referrals for special assistance to identify priorities for developing prevention and early-after-onset programs >Based on the analysis of needs and resource assessments, identify major gaps in special assistance, set priorities, and work with stakeholders to outreach to District, feeder schools, public and private agencies, higher education, etc. to fill gaps >Develop mutual support groups and outreach strategies that will appeal to family members not easily involved at school >ongoing staff development	>Continue to work with stakeholders to outreach to the District, feeder schools, public and private agencies, higher education, etc. to fill gaps >Weaving together all available resources, expand hours for providing special assistance to students and families (after school, evenings, weekends) >Explore idea of a Family Resource Center for the feeder pattern >ongoing staff development	>Enhance special education programs and their coordination and work with general education to enhance successful inclusion >Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Enhancing Involvement and Linkage with the Community	>Identify who will take a lead role in this area >identify rep. for resource coord. team >map & communicate info on all community resources >Expand outreach programs to enhance involvement & linkage w/ community >training of staff & community stakeholders	>Enhance breadth of involvements, work on reducing inappropriate redundancies by enhancing collaboration >Identify areas in which neighborhood resources can strengthen the school and the school can strengthen the neighborhood >ongoing training	>Formalize partnerships with community resources and clarify their roles in governance >Focus on expanding opportunities for career and economic development of families >ongoing training for staff and community stakeholders	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up

Appendix F

Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The Center has designed a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to the following overview Survey of System Status, there are status surveys available to help think about ways to address barriers to student learning by enhancing:

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support--including recruitment of volunteers
- the set also includes a special survey focusing on School-Community Partnerships.

The rest of the surveys are available as a separate packet entitled: *Addressing Barriers to Learning: A set of Surveys to Map What a School has And What it Needs*. This packet can be ordered from the Center (310-825-3634) or downloaded from the Center's website at http://smhp.psych.ucla.edu/resource.htm.

About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- working together to understand what is and what might be
- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- decides about what resources can be redeployed to enhance current efforts that need embellishment
- identifies gaps with respect to important areas of need.
- establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

Survey of System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = dont know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)? DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5

3. Do you have a Resource Coordinating Team? DK 1 2 3 4 5

4. Do you have written descriptions available to give staff (and parents when applicable) regarding

   (a) activities available at the site designed to address barriers to learning (programs, teams, resources services -- including parent and family service centers if you have them)? DK 1 2 3 4 5

   (b) resources available in the community? DK 1 2 3 4 5

   (c) a system for staff to use in making referrals? DK 1 2 3 4 5

   (d) a system for triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5

   (e) a case management system? DK 1 2 3 4 5

   (f) a student study team? DK 1 2 3 4 5

   (g) a crisis team? DK 1 2 3 4 5

   (h) Specify below any other relevant programs/services -- including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteer)?

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

5. Are there effective processes by which staff and families learn

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need? DK 1 2 3 4 5

6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized

7. How effective is the

(a) referral system?	DK 1 2 3 4 5
(b) triage system?	DK 1 2 3 4 5
(c) case management system?	DK 1 2 3 4 5
(d) student study team?	DK 1 2 3 4 5
(e) crisis team?	DK 1 2 3 4 5

8. How effective are the processes for

(a) planning, implementing, and evaluating system improvements (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)?	DK 1 2 3 4 5
(b) enhancing resources for assisting students and family (e.g., through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)?	DK 1 2 3 4 5

9. How effective are the processes for ensuring that

(a) resources are properly allocated and coordinated?	DK 1 2 3 4 5
(b) linked community services are effectively coordinated/ integrated with related activities at the site?	DK 1 2 3 4 5

10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

CENTER FOR MENTAL HEALTH IN SCHOOLS, UCLA

Reports and Briefs Related to System Restructuring to Address Barriers to Learning

One facet of the Center's work involves development of reports and briefs. One subgroup of these is being developed in response to requests for concise overviews that can catch the attention of various stakeholders (e.g., administrators, policy makers, parents, teachers, community partners, support service personnel). In creating systemic change, multiple audiences need concise and cohesive information ranging from "big picture" overviews to step-by-step guides. The information and its effective communication are basic to "social marketing" related to systemic change.

Each document cited below is designed to stand alone; together they constitute a series of complementary works relevant to system restructuring for addressing barriers to student learning and promoting healthy development. They range from presentations of vision and overview to discussions of how to get there from here (how to steps and tasks). All are downloadable from our website: http://smhp.psych.ucla.edu or can be ordered for the cost of copying and handling. Major guidebooks related to these matters also are available.

Overview/Vision/Research Base

Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base

Policy Direction & Commitment

Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice

The Policy Problem and a Resolution to Guide Organizations Working toward Policy Cohesion

Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning

Pioneer Initiatives to Reform Education Support Programs: Report/Separate Executive Summary

Building and Sustaining Local Capacity

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports

Organization Facilitators: A Change Agent for Systemic School and Community Changes

Financing Mental Health for Children & Adolescents: Brief and Fact Sheet

New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

New Professional Roles and Functions

Framing New Directions for School Counselors, Psychologists, & Social Workers

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA

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About the Center's Clearinghouse

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site: **http://smhp.psych.ucla.edu**

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If you know of something we should have in the clearinghouse, let us know.

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness
- Learning, attention & behavior problems